

## Textbook Alignment to the Utah Core – Responsible Healthy Lifestyles Grade 3

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health Grade 3 Core Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I:** The students will learn ways to improve mental health and manage stress.

Percentage of coverage in the *student and teacher edition* for  
Standard I: \_\_\_\_\_ %

Percentage of coverage not in student or teacher edition, but covered in  
the *ancillary material* for Standard I: \_\_\_\_\_ %

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and  
*Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material*  
(titles, pg #'s, etc.)

*Not covered  
in TE, SE or  
ancillaries* ✓

<b>Objective 1.1:</b> Demonstrate responsibility for self and actions.				
<b>a.</b>	Identify personal responsibilities.			
<b>b.</b>	Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people.			
<b>c.</b>	Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause, less stress.			
<b>d.</b>	Determine how good decision making can help complete responsibilities.			
<b>Objective 1.2:</b> Recognize why acceptance of self and others is important for the development of positive attitudes.				
<b>a.</b>	Determine the benefits of accepting self and others.			
<b>b.</b>	Determine the benefits of having positive attitudes.			
<b>c.</b>	Describe the relation between acceptance and attitude.			
<b>STANDARD II: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Recognize the health implications of alcohol and tobacco use.				
<b>a.</b>	Identify both the short- and long-term effects of alcohol and tobacco use.			
<b>b.</b>	Describe the effects of passive smoke.			
<b>c.</b>	Determine the financial impact of alcohol and tobacco use.			
<b>Objective 2.2:</b> Determine how building relationships with helpful people can be beneficial.				

<b>a.</b>	List and classify helpful people; e.g., within family, neighborhood, community.			
<b>b.</b>	Identify the benefits of building relationships with caring adults.			
<b>STANDARD III: The students will understand and respect self and others related to human development and relationships.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Summarize the functions of the skeletal and muscular systems.				
<b>a.</b>	Name the major body systems and their basic functions.			
<b>b.</b>	Describe the skeletal and muscular systems.			
<b>c.</b>	Demonstrate ways to strengthen the skeletal and muscular systems.			
<b>Objective 3.2:</b> Model behaviors that foster healthy interpersonal relationships.				
<b>a.</b>	Examine the benefits of healthy relationships among peers, family, and community members.			
<b>b.</b>	Recognize ways in which peers, families, and communities may change over time.			
<b>c.</b>	Model ways to contribute to healthy relationships among peers, family, and community members.			
<b>Objective 3.3:</b> Model strategies for preventing abuse.				
<b>a.</b>	Maintain personal boundaries.			
<b>b.</b>	Identify situations that may put one at risk for abuse.			
<b>c.</b>	Demonstrate ways to avoid, manage, or escape risk.			
<b>STANDARD IV: The students will understand concepts related to health promotion and disease prevention.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Tell why HIV is difficult to contract and usually does not affect children.				
<b>a.</b>	List ways that people cannot contract HIV.			
<b>b.</b>	Identify ways people can avoid coming in contact with blood.			
<b>Objective 4.2:</b> Demonstrate decision-making and Refusal Skills® for HIV prevention.				
<b>a.</b>	List reasons to avoid contact with blood.			
<b>b.</b>	Identify, avoid, manage, or escape situations involving blood-to-blood contact.			
<b>Objective 4.3:</b> Demonstrate proper personal hygiene and universal precautions.				
<b>a.</b>	Demonstrate proper hand washing.			
<b>b.</b>	Recognize importance of never touching another person's blood and other body fluids.			
<b>c.</b>	Describe procedure to follow in the event of a blood spill.			
<b>STANDARD V: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Match safety procedures to potential hazards.				

<b>a.</b>	Describe procedures to follow in case of fire, flood, earthquakes, and electrical shock.			
<b>b.</b>	Predict problems of using and being around machines.			
<b>c.</b>	Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.			
<b>d.</b>	List reasons for treating animals with respect and kindness.			
<b>STANDARD VI: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Compare personal eating habits with a balanced diet.				
<b>a.</b>	Record daily food intake.			
<b>b.</b>	Determine a balanced diet based on the Food Guide Pyramid.			
<b>Objective 6.2:</b> Identify nutrient groups and the key functions of each.				
<b>a.</b>	Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals.			
<b>b.</b>	Name foods rich in key nutrients.			
<b>c.</b>	Define the functions of basic nutrient groups.			
<b>Objective 6.3:</b> Examine the dangers of dysfunctional eating.				
<b>a.</b>	Identify common reasons for dieting; e.g., health, peer pressure, unhappy with looks and/or size, weight loss.			
<b>b.</b>	Predict the effect fad diets may have on health.			
<b>Objective 6.4:</b> Assess personal fitness level.				
<b>a.</b>	Measure heart rate.			
<b>b.</b>	Record the results of participation in aerobic, strength,			

	endurance, and flexibility testing.			
<b>STANDARD VII: The students will understand the value of service and effective consumer practices.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Participate in service learning that assists the community.				
<b>a.</b>	Identify the needs of a community.			
<b>b.</b>	Examine situations when people or groups assist communities.			
<b>c.</b>	Plan, implement, and report on community service.			
<b>Objective 7.2:</b> Describe the influence of media on making healthy choices.				
<b>a.</b>	Find health-related messages in media.			
<b>b.</b>	Determine the reliability of health messages in the media, including Internet.			
<b>c.</b>	Report the effect of media on decision-making.			
<b>Objective 7.3:</b> Summarize the role of health services in the community.				
<b>a.</b>	List various health services.			
<b>b.</b>	Define the role of each service.			
<b>c.</b>	Identify situations in which the health services can or should be accessed.			